How Do I Learn To Do It?

Experts who study how people teach and learn effectively identify six steps that make learning to do something new, clear and easy. You will have the benefit of learning more efficiently if you know what to look for, why you might be confused, and what kind of help to ask for.

Directions: *Complete the flowchart on the left to record why each of the steps in learning a new skill is important.*

step 1

Identify when you have learned something like this before. Connecting new learning to something you already know makes it easier and less confusing to learn the new skill. You are more confident that you will be able to do the new activity because you remember how well you can already do something similar.

step 2

Listen for the "objective" that describes what you are about to learn. By understanding at the beginning what the lesson is about, you keep the purpose of the lesson in mind and connect the rest of the lesson to it. If you miss hearing the objective, you may almost follow the steps that the teacher is explaining, but not really understand what the process is for.

step 3

Be sure that you follow carefully the explanation or demonstration that the teacher shows you. If you misunderstand any step, you may not be able to do the process. Check yourself to be sure you understand why, as well as how, each step in the process is done.

step 4

Did you practice the process enough while the teacher could help you? Although you think you understand how to do something at the time, you may later find out that you misunderstood or cannot remember how to do one of the steps.

step 5

Can you do the process accurately and quickly? Teachers assign the number of practice problems necessary for most students to do the task fast and well. Only you know whether you do the process quickly and accurately enough.

step 6

When will you use the process again? Expecting to use it helps you realize how well you understand it now and reminds you of the process when you are asked to use it again.

"Brain Compatible? 4Check It Out!"	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions